Teaching and Learning Policy including Assessment for Learning

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Governors' Sub-Committee	**Curriculum and Standards**
Statutory Policy	**No**

Signed: *David Buckle* **Chair of Governors**   Date: **July 2021**

Rationale:

All students are entitled to the highest standards of teaching and learning and safeguarding at Higham Lane School to enable them to achieve. As a school we are committed to the continual development of teaching and learning across our teaching staff, to meet the needs of every student. We strive to identify best practice from within our school and nationally and aim to share this with teachers through a wide CPD offer. We have implemented systems to continually improve the quality of teaching and learning and safeguarding and monitor, evaluate and review these regularly to ensure that we meet the needs of every student and teacher at Higham Lane School.

As part of the school's commitment to continual improvement, two individual learning walks take place. The emphasis is very much on celebrating highly effective teaching and learning whilst also developing practice to make teaching and learning even better. The SLT link (where possible) and SL will conduct one learning walk in Window One where staff are visited for no longer than 15 minutes. (The SL will be visited by the SLT link and ASL). Staff will be informed by the SL when the learning walk is to take place. (This may take place over more than one lesson if a larger department). Staff must be given at least 24 hours' notice. There are no formal judgements; the emphasis should be on celebrating strong and highly effective practice that can be shared with others if so wished. EBIs will be shared in order to develop practice even further to make teaching and learning practice even more effective. Should the 'walkers' be concerned about practice, a further 15 minutes learning walk would be agreed by the teacher and SLT/SL. If the SLT/SL members remained concerned, further support will be offered such as the supportive and informal Department Coaching Support Programme (DCSP).   One 'walker' will complete a book look using the duplicate book look paperwork. This enables the colleague to have immediate feedback about progress over time within books and folders. Colleagues should make available any books/folders. The SL will complete a 'whole department learning walk feedback' overview which outlines the Department's strengths and EBIs to move practice forward. A copy of this will be given to the SLT link and RB. The findings from each learning walk will be shared with the Department.

Context

In May 2019, the quality of teaching and learning was judged Outstanding by Ofsted. Since then a new curriculum framework has been introduced. To ensure that teaching and learning continues to be outstanding, our effective structures and systems remain in place alongside a commitment to develop further strategies based on national and international evidence-based research.

Peer Coaching - research based CPD

The Peer Coaching programme is a part of CPD that gives an opportunity to further develop teaching and learning practice in a very supportive environment. This professional development gives colleagues a choice over what they would like to focus on.   Colleagues will work through the year as a pair and will use research-based evidence to develop their pedagogy. When considering colleagues to work with, careful consideration needs to be given over what professional needs may be and how particular colleagues will help support and develop practice even further. In each window, one colleague will be visited by their colleague. Each colleague, based on their own needs and research, will choose the focus of the 20 minute visit. Colleagues will observe strengths alongside possible areas to develop further. There is no need for a pre-meeting; an email/conversation is sufficient in order for other colleagues to know what the focus will be. A discussion will take place after the visit and colleagues complete written reflections. There are 2 Learning Peer Windows which follow the same pattern as the Learning Walks windows. In the summer term, as a collective, staff will share and celebrate their research and development through a booklet and teachmeet event.

Research-based practice

To help inform practice, colleagues will need to undertake a small amount of reading/research. This could involve reading a particular chapter of a book/s specialising in developing practice (a selection is available from the Library). For example, colleagues may wish to read a chapter from Doug Lemov's Teach Like a Champion. Alternatively, it could be an article from an educational supplement, such as the TES, or a blog from a Twitter account which you feel could enhance your practice. It may be that as part of your research, colleagues wish to spend some time looking at the Teaching and Learning area on the School Portal. Here there are resources from a variety of CPD sessions where colleagues may consider particular aspects of practice. Or, colleagues may attend a Professional Learning session and use findings from this to inform the triad focus.

The research should be either photocopied/summarised in the PM booklet along with reflections of its impact. At the end of the year, there will be a final teacher event where research and practice is shared as part of a Peer Coaching Teachmeet event.

The sharing and modelling of teaching and learning strategies and marking and feedback via staff briefings and Professional Learning sessions will continue. To ensure that staff have more time to work on these key areas, Wednesday training sessions will focus purely on improving Teaching and Learning, using the ideas/strategies shared. The school's robust Quality Assurance framework is well established and will continue, including Scheme of Learning check, Marking & Feedback checks, in addition to the checking exercises and reflection exercises carried out by subject teams to develop and monitor teaching and learning. SLT lesson visits will not continue but will be replaced by random work trawls where SLT team check quality of regularity of marking and feedback at 5 key points throughout the year.

Intended Outcomes:

Staff:
- All teachers will receive appropriate training based upon best practice and research, particularly focusing on effective teaching and learning strategies, and effective feedback that meets the needs of all pupils under their care.
- All teachers and cover supervisors will receive high quality Professional Learning on Safeguarding and Radicalisation to ensure that students are safe and know how to keep themselves safe.
- Teachers will take part in peer observations that offers accurate, helpful feedback, and encourages reflection and action planning for improvement in a supportive and collaborative context.
- Teachers will be provided with Scheme of Learning frameworks that support them when planning lessons over time, highlighting expectations and features of effective teaching and learning.
- Departments will seek the views of students, and will analyse the findings to improve provision for all students in their care.
- Teachers will use the School Feedback & Marking Policy and Assessment for Learning systems to ensure students receive feedback and Follow-on Tasks on their work, that support their learning by specifically highlighting how they can improve their work and requiring them to actively do so.
- Teachers will understand how to develop students' reflective practices through high quality learning opportunities, so Higham Lane students become more effective, autonomous learners.
- Teachers will know the target grades (Minimum Expected Grade (MEG) and Challenge Grade) for all students in their care, and will regularly monitor the progress students make against these, providing support and appropriate intervention that meets the learning needs of all students whom they teach.
- All teachers at Higham Lane will strive to consistently deliver lessons that are highly effective taking into account of a range of quality assurance procedures.

- Teachers will incorporate elements of best practice into their teaching, as well as understanding how current developments in teaching and learning enable the whole student to develop, leading to students working more independently and understanding how they learn most effectively, ultimately raising standards of attainment and achievement.

Students:
- All students will receive a consistently high standard of teaching and learning (including Safeguarding) developing both knowledge, skills and understanding, as well as the opportunity to develop cultural capital and Social, Moral, Spiritual and Cultural (SMSC) understanding. This will be delivered via lessons, assemblies, tutor activities, themed days and events and CPSHE.
- Students will understand how to improve their performance and be effectively supported to enable this to happen.
- Students will receive lessons that are appropriate to their ability, incorporate a range of teaching strategies and approaches to learning, and provide a level of challenge that enables them to achieve.
- The number of students achieving their Minimum Expected Grade (MEG) and Challenge targets will increase.
- Students' views about their lessons and learning will be sought and disseminated to staff, to raise the standard of teaching and learning across all subjects.
- Students will understand how to successfully assess their own work, as well as the work of their peers to enable them to create effective targets for improvement.
- Students will know their current level of working and how to improve through a feedback and marking system and assessment system that is consistently employed across the school.

Practice and Procedures:

A teaching and learning handbook will be provided to staff in July 2021. Work from this will be developed via CPD in 2021-22. The handbook can be found at the end of this policy.

The Whole Student is developed:

- Students are given opportunities to reflect meta-cognitively, making them better equipped to learn independently and equipping them for life-long learning.
- Cross-curricular links are highlighted across subjects including Reading, Writing, Communication, Mathematics, ICT, Spiritual, Moral, Social, Cultural issues, enabling students to understand the connections between subjects, raising the profile of learning.
- Students' awareness of personal safety and an understanding of current issues including suicide, child sexual exploitation, radicalisation and extremism, Female Genital Mutilation, social space violence and domestic violence is enhanced.

There is Clear Evidence of Learning that has taken place in all lessons:

- All students are appropriately challenged and supported to build upon prior learning and develop their skills, knowledge and understanding.
- Learners' demonstrate positive attitudes to work and Behaviour for Learning as a result of effective teaching, so raising student performance.
- All students demonstrate clear evidence of learning (acquisition and development of new knowledge, understanding and skills) and are given the opportunity to demonstrate this through a range of responses including oral, written, physical and other responses.
- All students are given opportunities to reflect upon the progress they make.
- Teachers employ effective questioning styles that encourage high participation and feature open, higher-order questions, allowing students time to think and formulate their answers.

<u>Effective Classroom Management enables high quality teaching and learning to take place:</u>

- Teachers greet students as they enter the classroom and ensure that they leave in an orderly manner.
- Students are motivated by clear time-limits that facilitate pace and enthusiasm.
- Teachers have high expectations of learners and generate interest in the learning activities, through engaging, encouraging and motivating students in their care, using praise and rewards effectively.
- Teachers deliver high quality explanations through effective instruction, modelling and examplars that is appropriately pitched for the learners in their class.
- High quality relationships between students and teachers help to create a classroom environment in which students can flourish, and effective use of names facilitates this.
- Unsatisfactory behaviour is managed effectively through successfully employing the School Behaviour Code.
- Effective planning and communication ensures that Learning Support Assistants are used effectively in an active and focused way.
- Teachers display excellent subject knowledge, giving students confidence and developing their understanding.
- High quality resources engage students and raise the profile of the subject and the expectations of the teacher.
- Teachers are aware of health and safety when managing their classroom to ensure that students work in a safe and secure environment.

<u>Resource Implications:</u>

- Costs of external training and internal training involving guest speakers and their expenses.
- Costs of resources, particularly ICT hardware and software, textbooks and other resources.
- Cost of cover for formal lesson observations, where cover is required
- Cost effectiveness can be achieved by: using our own staff to lead training, where they have displayed excellent practice; asking those individuals who attend external training to offer cascade professional learning to their peers; making the most effective use of staff professional development time and ensuring that training days are well-planned, delivered to a high quality and thoroughly evaluated.

<u>Monitoring, Evaluation and Review:</u>

- Teachers will receive two learning walk visits per year, teaching their specialist or second subject, one in Key Stage 3/5 and one in Key Stage 4 based upon the Higham Lane Entitlement and OFSTED framework. They will receive oral and written feedback that identifies strengths and areas for development (Even Better Ifs (EBIs)).
- SLT will conduct 5 work random scrutinies over the academic year to check quality and frequency of marking.
- The SLT members in charge of Teaching and Learning, along with the Headteacher, will monitor the quality of teaching through the learning walk programme and will provide appropriate support to enable all teachers to develop their performance. This will happen each term.
- Where a teacher requires further support as a result of concerns from a range of quality assurance activities, teachers will be supported through the Departmental Coaching Support Programme (DCSP) and Improving Teacher Performance Programme (ITPP).
- A Teaching and Learning Inset programme will be devised each year, drawing upon evidence from the lesson observation programme. It will identify areas within teaching and learning that require further development, by sharing outstanding practice on both current issues and future

developments in teaching and learning. All teachers will understand how to improve the standard of classroom provision they provide.

- A termly programme of book looks conducted by both SLT and within departments will monitor the use of the School Feedback and Marking Code and whole school assessment procedures. High quality practice identified will be shared, and celebrated. Poor quality practice will be addressed, with relevant teachers receiving guidance and clear expectations for improvement.
- Termly performance data will be analysed by departments, Progress Leaders and Subject Leaders to highlight areas of concern in student and teacher performance, leading to appropriate support and intervention.
- Subject Leaders and Progress Leaders will monitor the performance of teaching and learning within their departments and year groups. A range of data sources, including checking termly assessments, work scrutiny findings, lesson observations and student questionnaires will inform their department Self Evaluation Form (SEF) and Department Development Plan. This will drive the agenda for department meeting time, ensuring appropriate training for staff within their department is delivered to raise standards of teaching and learning.
- SLT will use data from a range of sources including termly assessments, lesson observations, lesson visits, work scrutiny findings and student questionnaires to inform the School Development Plan, Self Evaluation Form and INSET programme.
- SLT will evaluate their findings at the end of each term and discuss these at SLT meetings, planning further actions to continue to raise performance at Higham Lane School.
- Subject Leaders and Progress Leaders will present their findings in link meetings, to ensure that identified good practice is celebrated and shared and poor practice is challenged and developed via relevant training, resulting in a consistently high level of performance across the school. They will review their findings and plan their next steps.
- The Self Evaluation Form for each department and year group will review performance in teaching and learning, identifying areas of strength and those in need of development. These will inform the SDP.

HANDBOOK FOR TEACHERS: 'High Quality for all'
'Teach to the top of the material with scaffolds and supports for
those who require them.'

At Higham Lane School, the overarching aim of learning for students to make excellent progress is defined as to 'learn more, know more, do more.' In order to fulfil this effectively, we acknowledge research behind the cognitive science of learning, taking into account how people acquire new content, how they master concepts, and ultimately how our brains can ultimately hinder learning. As teachers the acknowledgement of this is our starting point. From understanding how students learn best, we can then build our knowledge curriculum effectively for mastery and expertise of our subject areas. This is done within departments, confident with the intention and implementation of our five and seven year curriculum plans. We ensure that the curriculum (what is taught) is carefully chosen and sequenced to build mastery.

Once we are confident with our curriculum, knowing that we have chosen and sequenced our building blocks to build mastery and expertise, then we think carefully about our teaching and learning strategies (how we teach it); using what we know about the science behind learning, to enable students to make excellent progress within and outside the classroom.

Ebbinghaus Forgetting Curve

Willingham Simple Model of Memory
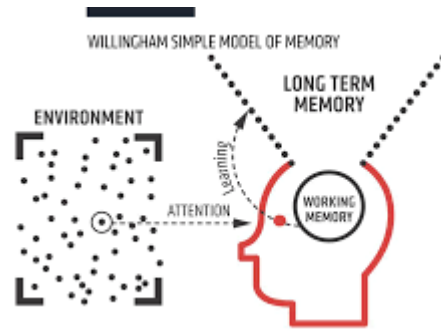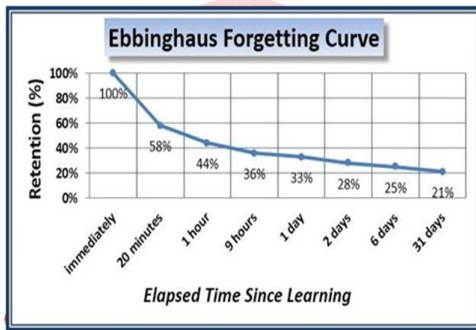
Progress of students means making cumulative connections and patterns so that the next stages of learning become even more effective.
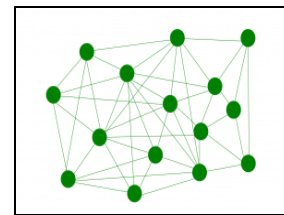
From this…   to this…

The principles behind cognitive science of learning:

1. People can only consciously attend to a handful of stimuli at a time.
• Teach one idea at a time
• Limit visual and auditory distractions
• Use key questions to highlight key ideas and concepts
• Ensure students have thinking time before responding to questions
• Face the front and track the teacher
• Concise and clear explanations
• Limit text on presentations
• Limit resources that are used/use them step-by-step
• Use of silence without distraction for practice of key ideas

2. Prior knowledge determines what students can learn.
• Use of Knowledge Organisers to ensure that students have a foundation knowledge
• Questioning to ascertain starting points
• Identify and clarify misconceptions
• Do Now activities to determine knowledge and to build knowledge accumulatively
• Use questioning and resources for students to activate and learn knowledge

3. Working memory is limited.
• Check students understanding at all times through questioning/resources
• Memory recap activities to check previous learning
• Teach new material in small chunks
• Ensure material is presented step-by-step
• Use thinking time before students respond to a question
• Provide scaffolds, supports and exemplars
• Remove support gradually to move to independence

4.	**Memory is the residue of thought**
•	Decide what the core knowledge is that needs to be taught: the key meanings and concepts
•	Activities that ensure students are actively thinking about key knowledge

5.	**Ensure that learning sticks through practice and retrieval.**
•	Models, scaffolds, structures, exemplars to lead to independent practice
•	Low stakes quizzing and assessments via GC, homework activities and in lessons
•	Do Now recap and recall at the start of every lesson
•	Use spaced and mixed (interleaving) practice
•	Get it right – high pass rate from students 80%

In most lessons, the structure for effective teaching and learning is thus:

- Check prior knowledge, recap learning, questioning

- teach new knowledge, modelling, scaffolds, exemplars,

DO NOW

I DO, WE DO

REVIEW AND CHECK

YOU DO

- Questioning, self/peer assessment, identify student misconceptions

- Demonstrate understanding with practice
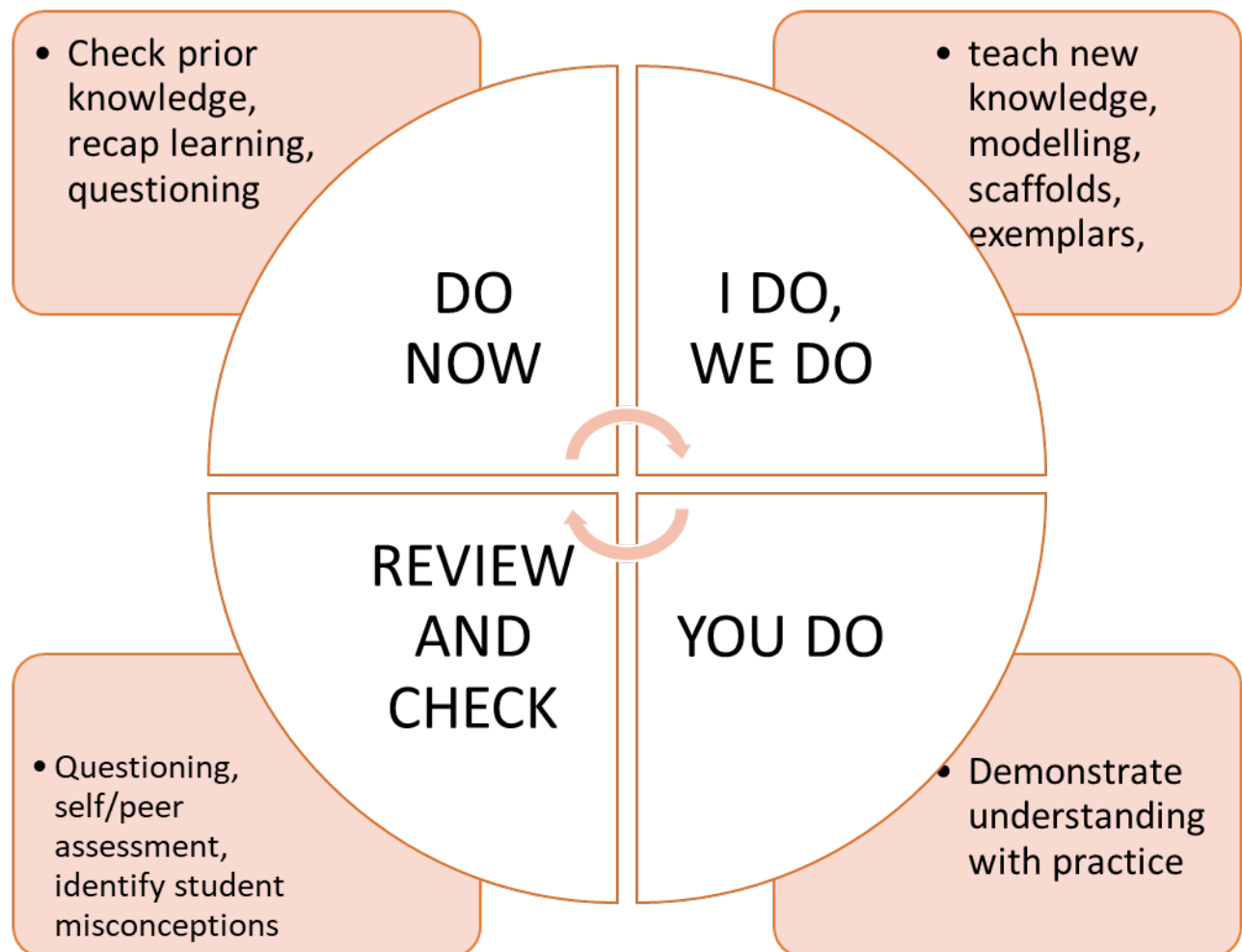
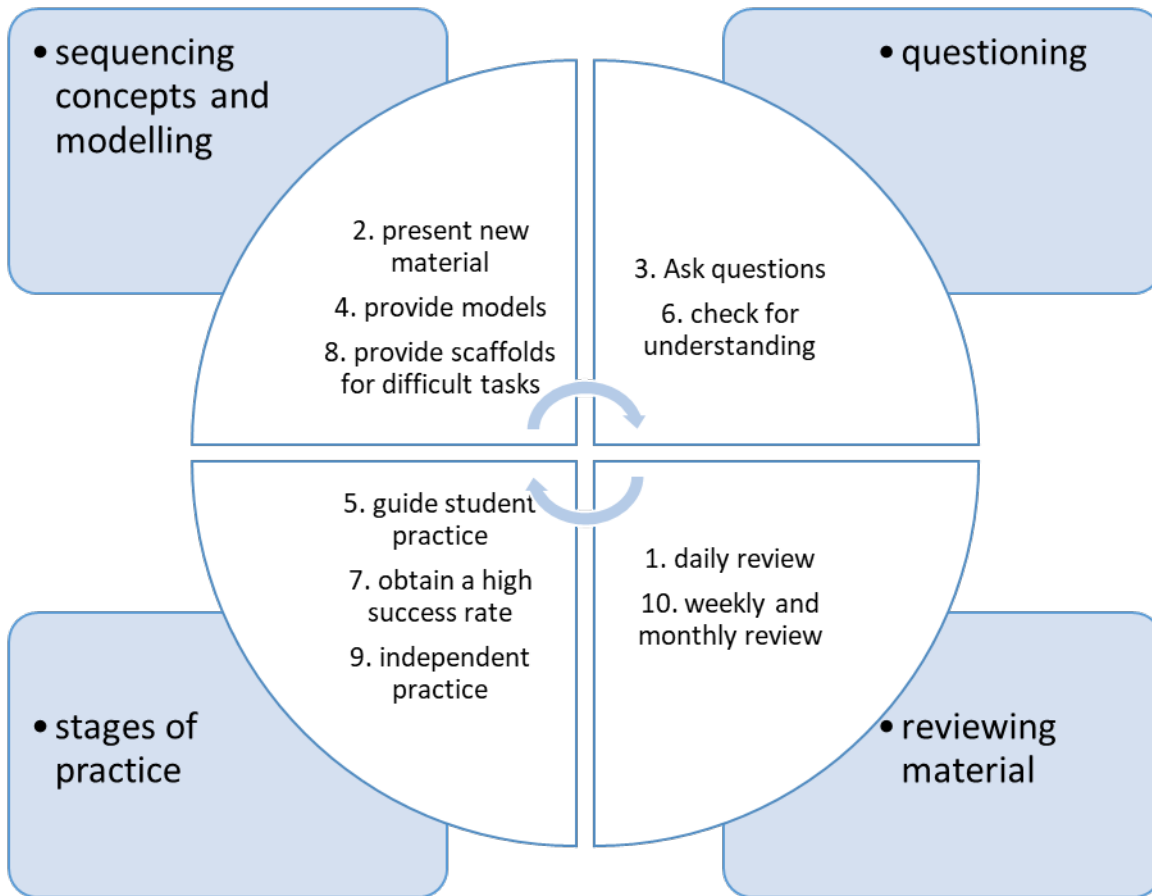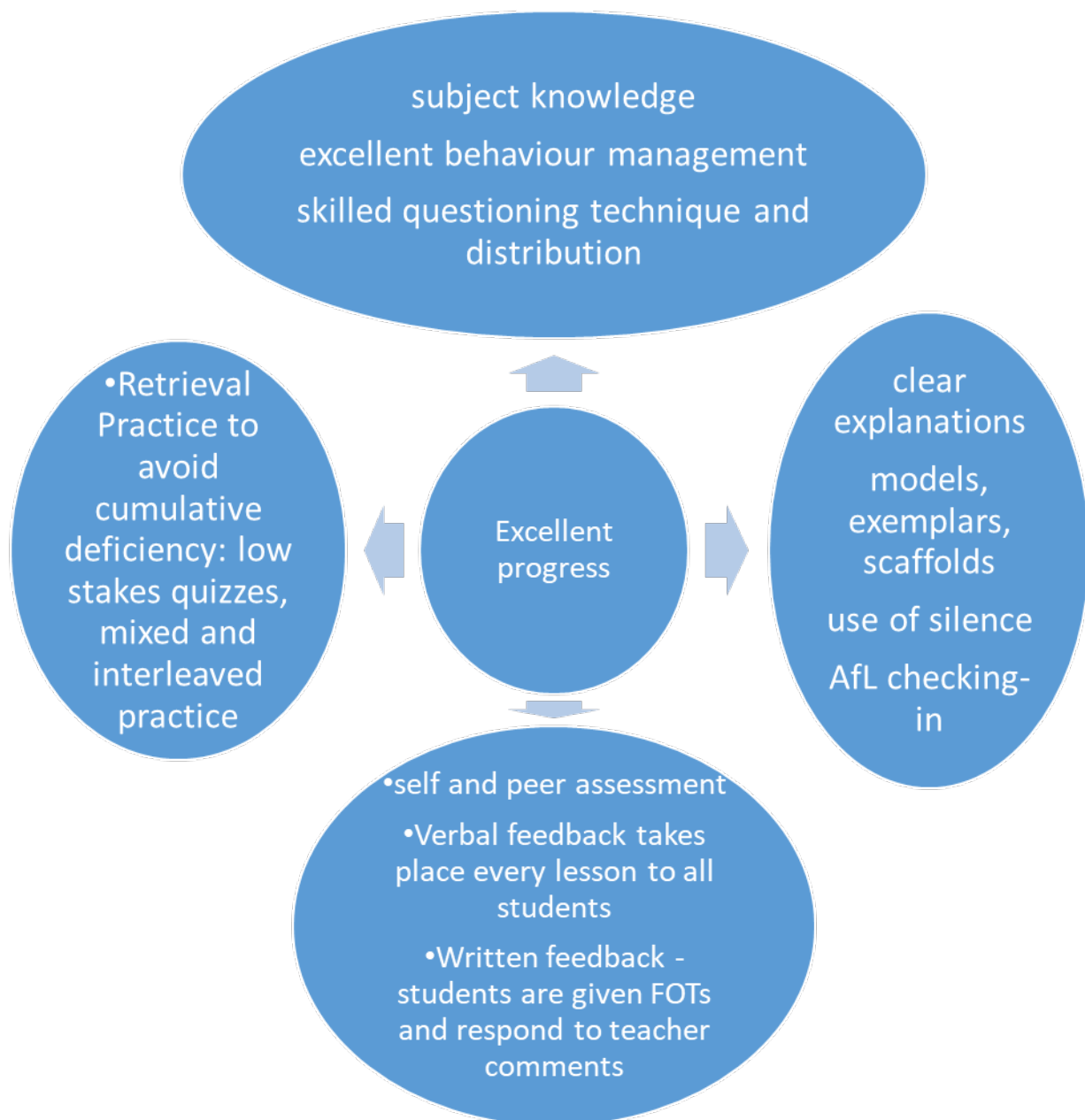**The Principles of Teaching and Learning**

From his research, Barak Rosenshine outlined 17 instructional procedures based on evidence over decades from within the classroom. These engage with cognitive science around how students learn. At Higham Lane School these strategies have been evident and embedded within learning for a number of years. This research allows us all now to really focus and improve on these strategies to be even more effective within the classroom.

- Begin a lesson with a short review of previous learning
- Present new material in small steps with student practice after each step
- Limit the amount of material students receive at one time
- Give clear and detailed instructions and explanations
- Ask a large number of questions and check for understanding
- Provide a high level of active practice for all students
- Guide students as they begin practice
- Think aloud and model steps.
- Provide models of worked-out problems
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Re-teach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

These many instructions have been streamlined into four strands, and it is these that teacher CPD and practice focuses on to make teaching and learning even more effective:

- sequencing concepts and modelling

- questioning

2. present new material

4. provide models

8. provide scaffolds for difficult tasks

3. Ask questions

6. check for understanding

5. guide student practice

7. obtain a high success rate

9. independent practice

1. daily review

10. weekly and monthly review

- stages of practice

- reviewing material

Departments have carefully planned their knowledge curriculum to secure mastery and expertise –
With this, teachers teach to the top of the material with scaffolds and supports. These are the
hallmarks of excellent teaching and learning at Higham Lane School:

subject knowledge

excellent behaviour management

skilled questioning technique and distribution

•Retrieval Practice to avoid cumulative deficiency: low stakes quizzes, mixed and interleaved practice

Excellent progress

clear explanations

models, exemplars, scaffolds

use of silence

AfL checking-in

•self and peer assessment

•Verbal feedback takes place every lesson to all students

•Written feedback - students are given FOTs and respond to teacher comments

Questioning technique and distribution

Thoughtful questions are key to students making excellent progress. Whilst there are many techniques that we will use depending on the task, these are the five main strategies that will always be evident within our classrooms.

No Opt-Out: no hands and cold-calling. No hiding spaces in classrooms, full participation and active engagement

•Think-Pair-Share - we value paired discussion to share ideas, builds confidence, develops speaking and listening skills, done with short timings to ensure pace of lesson is maintained.

•Choral/Chanting /Whole class response – ensure full participation and a quick AfL technique. Helps students to memorise key concepts when speaking out loud and develops pronunciation too.

'How?' and 'Why?' probing questions to ensure students think more deeply. Using Bloom's taxonomy of questions ishelpful to scaffold questioning.

•Pose-pause-pounce-bounce – ensures thinking time and for students to work collaboratively with each other, listening to responses and building answers.

Support for teachers – quality assurance

A range of quality assurance activities take place during the year. These are done collaboratively alongside teachers with the sole objective for teaching and learning to be even more effective.   They are as follows:
- Individual and department learning walks by SLs, ASLs and SLT links
- Book and folder looks completed within departments, by SLs and SLT
- Student Voice activities completed through the use of Google Forms or conducted face-to-face
- Governor student voice activities
- Scheme of Learning reflections and evaluations by departments, SLs, ASLs and SLT links.

All quality assurance activities are calendared, protocols are shared with staff, and all paperwork and templates can be found on SP Teaching and Learning – Quality Assurance.

Support for teachers - planning

All departments work from a shared long-term subject plan and schemes of learning for short term planning. Subject Leaders ensure that this is shared and reviewed regularly with colleagues. Resources and materials are shared collaboratively within departments. Assessments are agreed

upon and shared within departments. Teachers are given time within weekly TLC (teaching, learning and curriculum time) to plan collaboratively and to discuss specific teaching, learning and curriculum strategies within subject areas.   All of these collaborative ways of working help to ensure workload is managed effectively for teachers.

Google Classroom
One benefit from remote learning is how teachers have embraced features of Google Classroom. Departments are agreeing ways of working to implement this, and other online platforms to maximise teaching and learning, particularly in the areas of feedback (mote and rubrics), homework tasks and low stakes quizzing. This platform is also useful to file key subject knowledge resources and materials for students to refer to.

Feedback
The key principle behind feedback is for it to be 'meaningful, motivating and manageable.' Students receive verbal feedback every lesson from teachers which allows them to make immediate progress. Students receive written/voice feedback from teachers either once every three weeks or every six lessons, whichever comes first.   It is essential that students respond immediately to feedback and this is done through FOTs and completed in purple pen by students.   Please see the feedback policy for further details.

Homework
Students are set homework regularly as part of a scheme of learning. KS3 students complete 30 minutes of homework per subject and KS4 students complete 45 minutes of homework per subject as part of a two week timetable.   Best practice for homework includes setting reading tasks, retrieval practice and low stakes quizzing, particularly through Google Classroom. This helps teachers to manage workload, but also ensures that students have sufficient time and space to learn key knowledge that will help them to develop more complex skills and understanding.

Support for teachers – CPD
A range of CPD opportunities exist for teachers, via both external and internal courses. Teachers should speak to their Subject Leader or Assistant Headteachers Vanessa Domigan and Kirstie Robinson to enquire about such opportunities. These are also promoted via email.
Regular opportunities to discuss curriculum, teaching and learning strategies are provided during some briefings, during the beginning of Wednesday TLC time, Inset and twilight training times. There are also opportunities for teachers to attend bespoke training sessions on an area of their choice at key times during the year as well as Teachmeet training sessions where colleagues share their best practice and strategies.

Links to Other Policies:

- 14 - Special Educational Needs Policy
- 16 – Higher Ability Policy
- 72 - Feedback and Marking Policy
- 63 - Improving Teachers Performance Programme (ITPP Policy)
- 17 - Behaviour for Learning
- 28 – Child Protection and Safeguarding